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ABSTRACT

This content analysis schedule for the Pomona Bilingual Leadership Program of Pomona, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development procedures, program design, operational procedures, community involvement, and advisory committee functions. (SK)

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33
Pomona, California

PROJECT BEST
Bilingual Education Applied Research Unit
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ED 074877

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE UNVERIFIED

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design		E'70	
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FL 004 222

Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 33

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Toby Glick Date 7-2-71

0.2 Name of Project Pomona Bilingual Leadership Program

0.3 Address of Project 800 South Garey St.

0.4 Pomona, California 91766

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - (1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 na

2.3 Prior bilingual program involved: 2.3 na
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 na

1-local	4-university
2-state	5-federal (specify).....
3-foundation	6-other (specify).....

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves: 2.6 3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
4-teachers

0.3 Address of Project 800 South Garey St.

0.4 Pomona, California 91766

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - (1969)
07 - 1970
17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 0

2.2 Year prior funding began — 2.2 na

2.3 Prior bilingual program involved: — 2.3 na
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 na
1-local
2-state
3-foundation
4-university
5-federal (specify)
6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned — 2.5 1

2.6 Concurrent program cooperating with Title VII involves: — 2.6 3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: — 2.7 1
1-local
2-state
3-university
4-federal (specify)
5-other (specify)
6-foundation current

2.8 Total Title VII grant (first year only) — 2.8 $30,500

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) — 2.9 8,000

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which:
0-none — 3.0 0

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 2

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A
B. Second year B 197
C. Third year C

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	

PSK ___ TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7 }	6
8-grade 8 }	
9-grade 9	

B 197 TOTAL students gr. 7-9

4.3 PSK 0
A 0
B 197
C 0

1-grade 1	
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A ___ TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C ___ TOTAL students gr. 10-12

p41C

4.4 1-All classes graded 4.4 2
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 7th + 8th grades

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 127	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 70

5.0		No.	%
NE dom N-EMT	I	127	66
E dom NEMT	II_1	....	....
E-Dom EMT	II_2	70	34

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7 }	6
8-grade 8 }	
9-grade 9	
B 197	TOTAL students gr. 7-9

4.3 PSK 0
A 0
B 197
C 0

		Grade	
1-grade 1		10-grade 10	
2-grade 2		11-grade 11	
3-grade 3		12-grade 12	
4-grade 4		C	TOTAL students gr. 10-12
5-grade 5			
6-grade 6			
A	TOTAL students gr. 1-6		

p41C

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 7th + 8th grades

4.4 2

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 127	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 70
	I Total Non-English Dominant: 127	II Total English Dominant: 70

5.0		No.	%
NE dom N-EMT	I	127	66
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	70	34
Total E-Dom II= II_1 + II_2		70	34

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

		Number	Per Cent of Total Students	if inferred, check (✓)
Indigenous Americans:				
A1 Navajo		A1	..... %	.....
A2 Cherokee		A2	..... %	.....
A3 Other (specify)		A3	..... %	.....
A TOTAL No. of American Indian Americans of other ethnic backgrounds:	A	.....	..... %	.....
B1 Mexican-American		B1 127	66 %	
B2 Puerto-Rican		B2	..... %	.....
B3 Cuban		B3	..... %	.....
B4 Other Spanish-American (specify)		B4	%	.....
B TOTAL No. of Spanish-speaking Americans	B	127	66 %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		127	66 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Black	E1 39	19 %	.....
E2 Anglo	E2 31	15 %	.....
II TOTAL number of EMT students other than target population	70	34 %	.....

p40E'70

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.**

5.4 ns

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent		
Number	%	not spec.	No.	%	not spec.	only listening comprehension	speaking ability

B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4			%	
B TOTAL No. of Spanish-speaking Americans	B	127	66 %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EIT target students		127	66 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Black	E1	39	19 %	.....
E2 Anglo	E2	31	15 %	.....
II TOTAL number of EIT students other than target population		70	34 %	.....

p40E'70

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 ns

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	70	English	34	✓	some		some				
A	----	American Indian									
A1	.....	Navajo									
A2	.....	Cherokee									
A3	.....	Keresan									
A4	.....	Other (spec.)									
B	127	Spanish	66	✓	some		some				
C	.....	Portuguese									
D	.....	French									
F	.....	Chinese									
G	.....	Eskimo									
H	.....	Russian									
J	.....	Other (spec.)									

Project states that the following groups participated:
1- Bilingual (speaks both Spanish and English)
2- speaks only English
3- speaks only Spanish
4- Speaks only English, but understands Spanish

5.6 Recruitment of Students: 5.6 1 p58 E'70

0 - not specified
* 1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of D-Hom pupils in project area: see Chart C 5.7 ns
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3
(% if more than one category, indicate percent for each)
1 - inner city-ghetto,barrio ..... %
2 - major city ..... %
(3) - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students 5.9 A. 50%
(indicate specific percent of low SES)
B. Average family income, if mentioned B. ns
n.s. _not specified

5.10 Socio-econonomic status of EMT participating students 5.10 ns
(indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 20%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY
Parent, teacher, Student Questionnaires *

6.1 Project states that a ~~sociolinguistic survey~~: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
(1) was made	✓	✓
2 will be made		
0 not mentioned		

Form 5 E'70
Attached - Parent Questionnaire

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2,3
II 1,2,3

	I N-EMT	II EMT
(1) parents	X	X
(2) children	X	X
(3) teachers	X	X
4 community		
5 others		

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) — 5.8 3

1 - inner city-ghetto, barrio ____ %
2 - major city ____ %
(3) - small city, town or suburb ____ %
4 - rural, farm ____ %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. 50%
B. Average family income, if mentioned — B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 20%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

Parent, teacher, student Questionnaires *

6.1 Project states that a ~~sociolinguistic survey~~: — 6.1 I 1 II 1

	I for N-EMT group	II for EMT group
(1) was made	✓	✓
2 will be made		
0 not mentioned		

Form 5 E'70
Attached - Parent Questionnaire

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I 1,2,3 II 1,2,3

	I N-EMT	II EMT
(1) parents	X	X
(2) children	X	X
(3) teachers	X	X
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A 0 B 0 C 0

* Language dominance was not determined with questionnaires.

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

* Eval. '70 p62. recommendation that EMT enrollment be voluntary.

Question (6.1)

oup Testing
and
Research

POMONA UNIFIED SCHOOL DISTRICT

TITLE VII PARENT QUESTIONNAIRE

This information is required for our State and Federal government year-end evaluation report. It will also be used in improving our Title VII Program.

1. Has your child improved in his/her school work this year? _____ yes _____ no

2. How has your child's attitude toward school changed? _____

3. Please check any school activities you have been involved in this year:

_____Advisory Committee	_____Field Trips	_____Classroom Program
_____PTA	_____Sports	_____Dances
_____Helping Mother	_____Open House	_____Others _____ (explain)

4. How does your school help you become involved in school activities? _____

5. How could the school help you become more involved? _____

6. How have instructional aides helped your child? _____

7. How have the liaison people helped you? _____

8. Do you think this program should be continued next year? _____ yes _____ no

9. Please check those activities you know your child has been involved in because of this program:

_____Sports	_____Field Trips	_____	_____
_____Special Programs	_____Plays and Drama	_____	_____
_____Running for School Office	_____Classroom Officer	_____	_____

10. Comments:

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2 II 2

	I N-EMT	II EMT
1-inferred by use of surname		
2-established by formal testing of students	X	X
3-assessed by informal means (specify how)		
4-not mentioned how language dominance was determined		

p 41-42 E '70

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding ~~the second language they are learning and~~ the speakers of that language 6.8 1
1-yes
0-no

Form #21 E'70

Student Attitude Questionnaire includes questions about the speakers per se, e.g. mexican-American, white and Black

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 1
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) Brought about certain changes in project. 6.10 1
0-not mentioned

Cp 61

7.0 STAFF SELECTION

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding ~~the second language they are learning and~~ the speakers of that language — 6.8 1
1-yes
0-no

Form #21
E'70

Student Attitude Questionnaire includes questions about the speakers per se, eg mexican-american, white and Black

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 1
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) Brought about certain changes in project. — 6.10 1
0-not mentioned

Cp61

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

		A-Monolingual	B-Bilingual
I	N E Dom. NEMT	N=	N=
II	E Dom EMT	N=	N=
II_1	E Dom NEMT	N=	N=

A Total Number Monolingual ___

B Total Number Bilingual 3

Total Number of Teachers N 3

7.1

		No.	%
I	A		
I	B	NS	
II	A		
II	B		
II_1	A		
II_1	B		
	A		
	B	3	100
	N	3	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II 1 E Dom N-EMT		

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	—	—
A	0	
B	3	100
N	3	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
____	3	3

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

II E Dom EMT			II A	— —
			II B	— —
			II A	— —
II E Dom 1 N-EMT			II B 1	— —
			A	0 —
			B	3 100
			N	3

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
—	3	3

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
M-A	3	100	MA	3	100	NS	NS	—	—
inferred from									
surnames									
E'70	—	—							

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. ns % ns

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

A = teachers
B = aides

7.7 No. %
A 3 100
B 3 100

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)

7.8 17, 20, 24, 26 # ns

n.s.-qualifications not specified
0-previous courses not specified
1.____teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.____teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3.____previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
4.____previous teaching in local area/live in the community
5.____courses in N-EMT language structure and usage/ linguistics or FL training
6.____courses in N-E literature/ or literacy in Spanish
7.____must be bilingual
8.____any previous education through N-EMT/content of courses learned through N-EMT
9.____courses in teaching ESL/audio lingual approach
10.____courses in methods of teaching N-EMT language/language development
11.____courses in methods of teaching content (e.g. math)in N-EMT
12.____certification in ESL/or experience teaching ESL
13.____certification in teaching N-EMT
14.____cross cultural courses
15.____courses in the cultural heritage, values, deep culture of N-EMT or travel
16.____other qualifications, specify
17.__license required
20.__experience with bilingual children
24.__additional course work in remedial teaching and lang. dev.
26- familiarity and respect for cultures of Mexico, Latin Am. + Europe

8.0 STAFF DEVELOPMENT

8.1 A 8
B 8

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 17,20,24,26 # ns no.'s

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify
17 ___ license required
20 ___ experience with bilingual children
24 ___ additional course work in remedial teaching and lang. dev.
26 - familiarity and respect for cultures of Mexico, Latin Am. + Europe travel

8.0 STAFF DEVELOPMENT

8.1 A 8
B 8

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		
8-Teaching bilingual child (Recoghizing problems + counseling)		

8.2 Stated goals of teacher training are: 8.2 I 1,7,10,9,17 II 1,7,10,9,17

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of	✓	✓
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of	✓	✓
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives	✓	✓
10-Methods of evaluation of pupil performance objectives	✓	✓

List specific courses if given (or Xerox and attach)

17- Development of multi-media materials for bilingual project

5.3 STAFF DEVELOPMENT PROCEDURES:

5.3.1 Pre-service

Staff pre-service orientation will be conducted two weeks prior to the fall, 1970, semester. This training will provide project staff, district staff, and administrative personnel with the functional knowledge necessary to implement the bilingual program in the participating junior high schools. The major topics to be included in the pre-service component are:

Techniques for implementing a behaviorally oriented instructional program

Techniques for conducting parent conferences

Techniques for recognizing student problems and counseling students

On-going assessment of student performance

Development and utilization of multi-media materials

Parental and community involvement

Student motivation, reinforcement, and self-concept development.

5.3.2 In-service

Beginning in September and lasting throughout the school year, in-service training will be held for project instructional staff and other district and non-public school personnel. This in-service not only will include special training by curriculum specialists but will also include visitations to other bilingual projects having similar programs so that alternate approaches to instruction can be viewed in actual practice.

The in-service sessions primarily will be concerned with developing the leadership capabilities of the target children within the operational framework of a dynamic bilingual/bicultural learning environment. In addition, materials assessment, selection, and development and/or adaptation will constitute an on-going process for the instructional staff. The student program will be continuously monitored to provide them with the most relevant programs of socio-cultural and educational experiences possible.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 12

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)
12 - lectures by qualified consultants in different fields of teaching

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 ns-0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3,5

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? helps teacher understand unique aspects of Spanish culture, community, etc.
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 9
(mark all that apply) B 9

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

9-Qualified consultants

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 no. %
1-bilingual 1 ____ ____
2-bicultural 2 ns ____
3-N-EMT (specify background) 3 ____ ____
p 39 C'70 lists names of consultants It is likely that some are bilingual/bicultural N-EMT

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 3

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 ____
6 ____
7 ____

C - 2 wks

...ers for joint lesson planning. 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____ 8.5 0

8.6 Paraprofessional's role: 8.6 2,3,5

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? helps teacher understand unique aspects of Spanish culture, community, etc.
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 9 B 9

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___

9-Qualified consultants.

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %)
1-bilingual 1 ___ ___
2-bicultural 2 ns ns
3-N-EMT (specify background) 3 ___ ___

P 89 C'70 lists names of consultants It is likely that some are bilingual/bicultural N-EMT

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 3

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 ___ 6 ___ 7 ___

C - 2 wks

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) ns

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9. 7
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

Form # 7
Appendix to E'70
(attached)

3.0 BILINGUAL PROGRAM DESIGN

The bilingual-bicultural program designed in this second year renewal proposal will be implemented at the junior high school levels in prescribed schools of the Pomona Unified School District. This second year of project implementation is firmly based upon successes and necessary adjustments in program design as implemented during the initial year of project operation.

Principle criteria for the formulation of the bilingual-bicultural program to be implemented under the terms of this proposal include provisions for instruction of a bilingual-bicultural character through the utilization of the vehicles of leadership, speech and drama, social skills, and an adjusted instructional program in the language arts fields. In this manner, participating students will acquire bilingual and bicultural skills through the application of these learnings in prescribed subject fields within the curriculum of the schools.

Instructional assistance will be focused upon a designated target population, which will include students having only an oral facility in the Spanish language, those with an oral facility in Spanish and English, pupils with language skills in both English and Spanish, but who have restricted literate capabilities in the use of these languages. Precise instructional procedures relative to program application will be provided in that section of this proposal describing program procedures.

Particular stress will be placed upon instruction in bicultural social skills, social studies, and the development of cultural heritage relative to each prominant ethnic culture. As will be noted in that seciton of this proposal pertaining to staff objectives, attention shall be given to the

formulation of instructional guides and courses of study which will strengthen provisions for a smooth transition into the utilization of both Spanish and English languages as constant communications media applied in the learning processes.

The implementation of this bilingual-bicultural program shall be during a three-period time block during the regular school day with scheduling adjustments to allow the participating students to maintain enrollment in the regularly prescribed programs of the junior high schools during the remaining portions of the day and during scheduled "extracurricular" activities which have a school based purpose.

Throughout the demonstration of this proposal program, opportunities will be included for increased student interaction, both in formal instruction periods and through participation in the informal "extra-curricular" activities of the school.

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) 8- community relations aide

10.1 1

10.2 2, 3, 4, 8 p 49-54 C70

10.3 Average number of pupils per class:
0-not specified

10.3 30

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1, 2, 3, 5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I	II	II_1
	ME DOM NEMT	E DOM EMT	E DOM NEMT
1-as the alternative language of learning for as long as desired	____	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	X	X	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 2
II 2
II_1 na

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:

11.2 ns

10.3 Average number of pupils per class: 10.3 30
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,3,5

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	___	___	___
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	X	X	___
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	___	___	___

11.1 I 2
II 2
II_1 na

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 ns

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

A_1 =
A_2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 7
code: C= N.A. (if no EMT) II 7
II_1 na

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	...	...	...	...	...	...	...	...	...	✓	...	...	...	...	...
II E DOM	...	...	...	...	...	...	...	...	...	✓	...	...	...	...	...
II_1 E DOM/NEMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Question (9.0)

BILINGUAL LEADERSHIP PROGRAM
Pomona Unified School District

_____
Name - Optional

_____
DATE

QUESTIONNAIRE

This is an anonymous questionnaire (identification is optional). The purpose of the questionnaire is to provide information as to the opinions and attitudes of the people most intimately involved in the program, toward the program. A further purpose is to enhance the opportunity for suggestions as to how to improve the program.

1. Your position:

   A. _____ Administrator

   B. _____ Classroom Teacher (Indicate grade level)

   C. _____ Instructional Aide (Indicate grade level)

   D. _____ County Consultant

   E. _____ Parent

DIRECTIONS: Indicate your judgment regarding the effectiveness of the BILINGUAL LEADERSHIP PROGRAM by circling one response per item.

		Please Circle One		
2.	Your judgment of increased teacher and administrator morale as a result of the program.	(low) 1 2	(medium) 3 4	(high) 5 6
3.	Your judgment of teacher acceptance regarding the objectives of the program.	(low) 1 2	(medium) 3 4	(high) 5 6
4.	Your judgment of cooperative relations existing between school home, and community as a result of the program.	(low) 1 2	(medium) 3 4	(high) 5
5.	Your judgment of administrator acceptance regarding objectives of the program.	(low) 1 2	(medium) 3 4	(high) 5 6

6.	Your judgment of the program's effectiveness in broadening the children's personal, cultural, and educational horizons.	(low) 1	2	(medium) 3	4	(high) 5 6
7.	Your judgment of the program's success in developing reading skills designed to offset bilingual economic, and cultural disadvantages.	(low) 1	2	(medium) 3	4	(high) 5 6
8.	Your judgment of the program's success in developing language skills designed to offset bilingual, economic, and cultural disadvantages.	(low) 1	2	(medium) 3	4	(high) 5 6
9.	Your judgment of the community's receptiveness to the objectives of the program.	(low) 1	2	(medium) 3	4	(high) 5 6
10.	Your judgment of the teacher's effective use of Instructional Aides.	(low) 1	2	(medium) 3	4	(high) 5 6
11.	Your judgment of the teacher's increased flexibility and willingness to experiment with new ideas, equipment, and materials.	(low) 1	2	(medium) 3	4	(high) 5 6
12.	Your judgment of the adequacy of local news coverage of the program.	(low) 1	2	(medium) 3	4	(high) 5 6
13.	Your judgment of parent acceptance regarding objectives of the program.	(low) 1	2	(medium) 3	4	(high) 5 6
14.	Your judgment of parent participation regarding objectives of the program.	(low) 1	2	(medium) 3	4	(high) 5 6

COMMENTS:

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no E-MT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM								
II E-DOM - E-MT								
II$_1$ E-DOM/N-E-MT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I ns
II
II$_1$

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no E-MT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II E-MT														
II$_1$ N-E-MT/E Dom														

11.5 II
II$_1$ 11

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11.6 Learning in their native language for Non-English dominant students is projected through grade:

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.6 11

11.7 The amount of instructional time in and through their native language per day for N-E-MT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

*	11.7 Min. per day of instruction through N-E-MT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-E-MT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7	less than 40	240	7+8 Speech, R, Parliamentary Procedures, RolePlaying, Culture, Surveying	7 Approx 15 %
8	less than 40	240		8 Approx 15 %
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-E-MT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-E-MT, E dom students

	11.10 Min. per day of instruction through N-E-MT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-E-MT
PreK				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.5 Second language learning for English dominant students is projected through grade: 11.5 II

code: 00 if no E.M.T 0 not specified grades 1 2 3 4 5 6 7 8 9 10 11 12

II E.M.T

II$_b$ N-E.M.T/E Dom 0

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11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 11

C=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-E.M.T students who are N-E dominant is:

code: C=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-E.M.T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-E.M.T
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7	less than 40	240	7* Speech, R, Parliamentary Procedures, Role Playing, Culture, Surveying	7 Approx 15 %
8	less than 40	240		8 Approx 15 %
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-E.M.T students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-E.M.T, E dom students

	11.10 Min. per day of instruction through N-E.M.T	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-E.M.T
PreK				Pre K
1				1
2		N A		2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

* 1 period out of 6 is taught bilingually.

5.0 OPERATIONAL PROCEDURES

The operational procedures developed and described in this chapter of the proposal shall be used to provide guidance for the structural implementation of the Bilingual Leadership Program.

5.1 OPERATIONAL PROCEDURES:

To adequately implement the instructional program included in chapter 3.0 of this proposal, students in the target population will be divided into four learning groups. These groups include one to two groups each of the following categorical descriptions at grades seven and eight.

Group A	Students who are bilingual, literate in both Spanish and English languages.
Group B	Students who understand Spanish, but who are not literate in this language.
Group C	Students who speak English only.
Group D	Students who speak Spanish only.

These students will be scheduled in pairs of groups (see section 5.5) in the processes of providing the instructional program described in the chapter on educational objectives.

5.2 COUNSELING PROCEDURES:

The primary responsibility for the counseling of students participating in the Pomona Unified School District bilingual education program will rest upon the project teachers. Each teacher has one period each day set aside for the scheduling of individual student teacher conferences and counseling on matters of immediate concern. It is felt that by maintaining a close relationship between the students and the educational staff, needs may be quickly sensed and procedures developed to alleviate problem areas. Any student who is found to have further need for counseling will be referred to the project director/counselor.

11.13 2

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7	less than 40	240	1 to 8 { Speech, R Parliamentary Procedure, Role-playing, Culture Surveying	7 Approx 15%
8	less than 40	240		8 15%
9				9
10				10
11				11
12				12

11.17 hs

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

	Min. per day of instruction through N-ENT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-ENT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7	less than 40	240	1st 8 Speech, Parliamentary Procedure, Role-playing, Culture Surveying	7 Approx 15%
8	less than 40	240		8 15%
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 hS

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-ENT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2a, 3

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1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

11a

5.5 MODULAR CLASSROOM PROCEDURES:

The modular schedule for classroom instruction for the divisions of the student populations to be treated in each of the participating schools has been constructed to provide special grouping of students in order to strengthen the effectiveness of the language instruction given.

The precise groups organized are described on the model in section 5.6 of this division of the project. It will be understood that the groupings of students presented allows for the combining of students with the ability to understand spoken Spanish with those students only orally capable in the Spanish language. Also, this combining of modular groups places students with bilingual capabilities with those students limited to English language facility only. In this manner, students with similar needs are placed together in instructional settings, permitting the formulation of teacher directed learning and supportive learning activities provided by classmates in the same learning environment.

12.0 Methods of Second Language Teaching

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2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language. (Through making speeches) pg 6 E'70

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: — 13.1 IB 1, IIB 1

1-concurrently with dominant language listening-speaking skills		X		X
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

13.2 ALM sequence followed: — 13.2 IA 2, IB 2, IIA 2, IIB 2

1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—
2-Reading is taught concurrently with listening-speaking skills	X	X	X	X
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.3 Listening-speaking proficiency — 13.3 IA 1

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB 1
1-concurrently with dominant language listening-speaking skills		X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—	
3-a specified period of time after listening-speaking skills in dominant language taught		—		—	
13.2 ALM sequence followed:					13.2 IA 2 IB 2 IIA 2 IIB 2
1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—	
2-Reading is taught concurrently with listening-speaking skills	X	X	X	X	
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—	
4-There is some overlap between learning to read and to write	—	—	—	—	
13.3 Listening-speaking proficiency determined by:					13.3 IA 1 IB 1 IIA 1 IIB 1
1-measure of listening-speaking proficiency	X	X	X	X	
2-informal assessment by teacher	—	—	—	—	
13.4 Second language reading skills are learned:					13.4 IB 1 IIB 1
1-concurrently with learning to read in dominant language		X		X	
2-after a specified level of dominant language reading competence achievement		—		—	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—	
4-before learning to read in dominant language		—		—	

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___
	___	___	___	___
13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___
2-informal teacher assessment	___	___	___	___
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___
2-in second grade	___	___	___	___
3-in third grade	___	___	___	___
4-in fourth grade	___	___	___	___
5-in fifth grade	___	___	___	___
6-in sixth grade	___	___	___	___
7-other (specify)	___	___	___	___

13.5 IA na
IB
IIA
IIB

13.6 IA na
IB
IIA
IIB

13.7 IA na
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB na
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___

4-Academic content taught in the nati...

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA na
IB
IIA
IIB

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA na
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB na
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	B 2nd lang.	II Eng. dom. students A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA___ IB NS IIA___ IIB___

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, IT4, etc.)	—	—	—	—
2-Basal readers	—	—	—	—
3-Dialect readers (p25E'70)	—	—	—	—
4-Experience charts (stories dictated by children) (children help make up material for role playing)	X	X	X	X

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	na	—
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—

aiming toward child's eventual control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IA	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	___	___	___	___
2-Basal readers	—	—	—	—
p25 E'70 3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	X	X	X	X

(children help make up material for role playing)

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	na	___
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	—	—
5-programmed instruction, lang. master	—	—
6-stories read to children	—	—
AUDIO VISUAL AIDES		
(7) films, filmstrips	X	X
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
(10) records, tapes	X	X
p27 E'70 (11) listening centers (See Xerox attached)	X	X
12-multi-media approach	—	—
Experiential:		
13-role playing	—	—
(14) puppetry	X	X
p20 E'70 15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
(20) field trips	X	X
21-suggested TV programs	—	—
22-other (specify)	—	—

→ Mexican-Americans holding responsible positions were pointed out on field trips.

16.4 The sources of Non-English materials and textbooks are: 16.4 10
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document see opposite page

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LT students)

17.2 Students are grouped for language instruction: 17.2 2, 3
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
* (2) small groups (specify size) ▽ ____
(3) individual instruction ▽ ____
____ ____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II 1 Eng dom NEMT
1-by age			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document See opposite page

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no E.T students)

17.2 Students are grouped for language instruction: 17.2 2, 3
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	✓	
3-individual instruction	✓	

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language	✓	✓	
4-by language proficiency (ex. level of reading skill)	✓	✓	
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NS
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2,3,4 pg54C'70
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

AP 41-C'70
Modular Grouping: Students with similar needs are placed together in instructional settings permitting the formulation of teacher directed learning activities provided by classmates in the same learning environment."

16.5 - Specific Materials: pg 24 E'70 15a

1- World classics in Spanish and English
2. Comic magazine-type stories
3. Ethnic study books by Julian Nava and Rudolph Acuña, in English.
4. Aprendamos Inglés and English step by step (audio-lingual materials)
5. La Raza - history of Mexico pg25 C'70

PLSE'70

3.6.4 DRAMA - ROLE PLAYING

The overall program is composed of a series of roles to play with basic standards to follow.

Drama in the form of skits, plays, puppetry and marionettes are performed by the students for their peers, adults and for the elementary students which feed into their junior high school.

16.3

The materials or dialogue in most instances were taken from booklets and magazines and varied to meet the students needs or standards. Some were written by the students themselves. The youngsters assisted in making their own sets, costumes, and puppet stages.

The intended results in dramatic presentations are self-awareness, experience in simulated leadership situations, learning and memorization of dialogue, developing confidence and self-worth.

3.6.5 ETHNIC STUDY

One of the most neglected areas in the study of United States history and social studies is the development and contributions of the Mexican American in the United States. Our efforts was to bring about the recognition and worth of the American of Mexican descent and of other diverse groups which make up our nation.

La Raza, an audio-visual history of the Mexican American served as the bases of materials for this study. This kit is composed of filmstrips

18.3 Parent tutoring: (mark all that apply) 18.3 ns

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 3

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned 20.1 na
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification;

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 3

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
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4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
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9-others (specify)
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20.1 na

0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 ns

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

17.2 • • • NON-GRADED, MODULAR CLASSROOM ETHNIC + LANGUAGE ABILITY DISTRIBUTION MODEL

Fremont Junior High

7th	Group	8th	7th	Group	8th
5/0	B	5/0	5/0	B	5/0
10/0	D	10/0	10/0	D	10/0

Marshall Junior High

7th	Group	8th
5/0	B	5/0
10/0	D	10/0

Cno

Conferences Materials Development			Conferences Materials Development		
7th	Group	8th	7th	Group	8th
5/0	A	5/0	5/0	A	5/0
5/5	C	5/5	5/5	C	5/5

Conferences Materials Development		
7th	Group	8th
5/0	A	5/0
5/5	C	5/5

KEY:

Mexican-American to Anglo Ratio (Example: 5/0)

A - Bilingual, literate in both English & Spanish

B - Understands Spanish, not literate

C - Speaks English only

D - Speaks Spanish only

21.0 SELF-ESTEEM 21.0 1,7

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
(1) through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
(7) teacher provides experiences leading to competency and success e.g. running for office in school *
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

* "Active participation in leadership roles in student, social and political affairs," will be a sign of increased self-esteem.

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
(7)-teacher provides experiences leading to competency and success e.g. running for office in school
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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15-other (specify)

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0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2

1-bilingual alone
2-bilingual and bicultural
E'70 3-bilingual and multicultural
p20 0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

3.2.8 To enhance self-image through involvement in selected school and community activities

3.2.8.1 The teacher will find at least one extra situation for each student to present a speech

3.2.8.2 50% of the students will be used as resource persons for information on Mexican culture in the Pomona Unified School District

3.2.8.3 A resource list will be given to community agencies with the names of the students available for 3-10 minute speeches in Spanish and English

3.2.8.4 At least 3 field trips will be provided to places of cultural interest for 100% of the students

3.2.8.5 Students will be used to help incoming bilingual students from elementary school in their transition to Junior High School

2.3.4

3.2.9 To provide an extensive evaluation for the anticipated five year span of the project

3.2.9.1 At least 25% of the students enrolled in the program will have run for a student government office by 1975

3.2.9.2 At least 10% of the students in the program will have participated in a dramatic production by 1975

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document _____, page # _____
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1 pg 58 E 170
0-none mentioned

Mixing of Anglo and Black students done to bring about better understanding between different cultures.

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

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0-none mentioned

Mixing of Anglo and Black students done to bring about better understanding between different cultures.

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
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0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 NS
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 NS
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 3,6,9,11,16,22

0-method not specified
no-no provision for informing community
1 bilingual newsletter
2. monolingual newsletter
(3.) ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
(6)-formal meetings - parent education meetings p59 C'70
7-informal meetings open to entire community
8-meetings conducted in both languages
(9)-home visits
10-other (specify)
(11)-project director personally involved in program dissemination, specify how: working with Bilingual leadership Program Advisory Committee-members of the committee will present information about project to groups and persons in the community
(16)-sending letters to congressmen
(22) information brochures

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,4

pg 60 #3 C'70

0-type not specified
no-not sought
(1)-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups - parents, school personnel and agencies, service clubs, businesses and lay citizens.
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

see xerox 19a-d

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 NS

0-not mentioned

7-informal meetings open to entire community
8-meetings conducted in both languages
(9)-home visits
10-other (specify)
(11)-project director personally involved in program dissemination. specify how: working with Bilingual leadership Program Advisory Committee-members of the committee will present information about project to groups and persons in the community
(16)-sending letters to congressmen
(22) information brochures

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 4

0-type not specified
no-not sought
pg 60 C'70 (4)-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups - parents, school personnel and agencies, service clubs, businesses and lay citizens.
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how — see xerox 19a-d

24.5 The school keeps informed about community interests, events and problems through: 24.5 2, 4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 n s

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 4, 6

(1)-newspaper articles
pg 65 C'70 2-radio programs
3-TV programs
(4)-video-tapes *
5-films
(6)-visitors to observe the program

* "Staff members in all of the schools within the district shall have opportunities to discuss the project with staff and view videotape recordings of the program in operation."

19a

Group Testing
&
Research

POMONA UNIFIED SCHOOL DISTRICT

TITLE VII COMMUNITY RELATIONS AIDE QUESTIONNAIRE

This information is required for our State and Federal Government year end evaluation report. It will also help us in planing next year's program.

Please circle your response.
The Program Director will answer the following five questions.

	Doesn't Apply	Not Good			Very Good
1. Do they have a general knowledge of the school district's operation?.....	0	1	2	3	4
2. How is their ability to communicate school policy to parents?.....	0	1	2	3	4
3. How is their ability to interpret community needs?.....	0	1	2	3	4
4. How is their ability to organize and conduct community meetings?.....	0	1	2	3	4
5. Are they literate in both Spanish and English?.....	0	1	2	3	4

****

The Community Relations Aide will answer the following eight questions.

(24.5)

	Doesn't Apply	Not Good			Very Good
1. Have you assisted the school in the recognition and understanding of pupil's backgrounds through direct contact with parents?.....	0	1	2	3	4
2. Have you established parents advisory committees?.....	0	1	2	3	4
3. Have you helped parents understand school standards, pupil conduct, attendance, and achievement?.....	0	1	2	3	4
4. Have you helped the school understand parental attitudes toward school personnel and problems?.....	0	1	2	3	4
5. Have you helped identify areas of community concern?...	0	1	2	3	4
6. Can you properly interpret and record data on project forms?.....	0	1	2	3	4
7. Have you attended and participated in in-service training?	0	1	2	3	4

8. What other duties and tasks have you performed?

(24.4)

9.0 COMMUNITY INVOLVEMENT AND ADVISORY COMMITTEE FUNCTIONS

The Pomona Unified School District, recognizing the need for a close home-school relationship, has delineated a comprehensive program of parental and community involvement. For this program to be successful, it must have relevance for and be responsive to the socio-educational needs of the community. It is vital, therefore, not only to involve children, but to bring family members, lay citizens, and community service organizations and agencies into the classroom. Based upon the first year of project operations, it is deemed critical that these groups be actively involved in the educational environment of the bilingual program.

9.1 Parent Involvement:

Parents and other family members of children participating in the bilingual program shall be involved in a series of regularly scheduled parent-education meetings. The purpose of these meetings is to articulate project objectives and program activities and to elicit suggestions concerning student bilingual education needs, home-school interfacings, and active parental support requirements.

Parents also will be involved in the actual learning environment as resource persons to share their knowledges and expertise with the students, and to serve as identification models for student self-image.

Further, two part-time Community Relation Aides will provide a close home-school link to all parents having children in the bilingual program. This added dimension will greatly aid project staff in obtaining the involvement and support essential to program success, and will serve an important function in establishing district responsiveness to community educational needs.

Continuation
Pomona

9.2 Community Involvement:

A comprehensive informational program of the Pomona plan for bilingual education will be initiated to members of the community. Lay citizens and local agencies and service organizations having specific interest in the bilingual/bicultural character of the community will be encouraged to participate as concerned individuals/groups, members of the Advisory Committee, or as program resource persons. The on-going vehicles of dissemination will be school-community meetings, home visitations, information brochures, and planned visitations to project activities. The direct methods for community involvement in the bilingual program will include at least the following:

.1 Four orientation meetings will be held to describe project intent in terms of student growth and development, and to determine strategies whereby local citizens and agencies can enrich the education of those students enrolled in the bilingual program.

.2 Lists of persons and agencies wishing to participate in the bilingual program will be made. Specific determinations also will be made regarding the type of involvement desired, i.e., field excursions, classroom presentations, Advisory Committee, presentations of program tenets to community groups, etc.

.3 Formal invitations will be extended to members of local community agencies to make on-site visitations and/or classroom presentations.

.4 Project staff will make planned presentations to interested community organizations concerning both general and specific aspects of the program and elicit their support and direct involvement.

9.3 Advisory Committee Functions:

An Advisory Committee, representative of parents, school personnel, agencies and service clubs, businesses, and lay citizens, will be established to provide on-going assessment and direction to the bilingual program. This body will meet on a regularly scheduled basis, and will participate in the

following activities:

.1 Four Advisory Committee meetings during the proposed academic year.

.2 One classroom visit by each member of the Advisory Committee.

.3 Fill out questionnaires/awareness inventories relative to program activities, with recommendations for program improvement.

The Advisory Committee will consist of at least 15 members representative of the above groups in the Pomona community. Approximately 50 percent of this group will come from parents of participating children, proportionally balanced according to classroom ethnic distribution. In addition, representation from project staff and district administrative personnel shall serve as ex oficio members to the Advisory Committee.

25.2 Project's impact: 25.2 ns

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

p48 E'70

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly - Int. Eval. p45 C'70
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified p48 E'70 27.1 1
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
(1)-Pre-tests have been given to project group or sample
2- " will be " "
(3)-Post-tests have been given to project group or sample
4- " will be " "
(5)-Pre-tests have been given to comparison group
6- " will be " "
(7)-Post-tests have been given to comparison group
8- " will be " "

p48 E'70